DOCUMENT RESUME

ED 149 612 FL 009 196

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TITLE Why Foreign Language Teachers Should Be Active Participants in Public Relations and Publicity Activities [Revised Version].
PUB DATE Oct 77
NOTE 22p.; For related document, see ED 112 667; Paper presented at the Mountain Interstate Foreign Language Conference (East Tennessee State University, Oct. 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Career Education; Career Opportunities; College Teachers; *Educational Benefits; *Employment Opportunities; Higher Education; Job Market; Language Enrollment; *Language Instruction; *Language Teachers; Needs Assessment; Organizational Communication; Publicize; Public Opinion; *Public Relations; School Community Relationship; Secondary Education; *Second Language Learning

ABSTRACT

A permanent national publicity and public relations campaign for learning foreign languages is necessary to the well-being of this country, of its youth, and for the growth and stability of the profession of language teaching. Nine major factors have contributed to the decline in language enrollment: (1) the dropping of foreign language requirements; (2) the crisis in higher education; (3) the declining population; (4) federal aid for vocational education; (5) new schedules in high schools; (6) budget cuts; (7) new attitudes of students; (8) public attitude; (9) keen competition for teaching jobs. Expertise in foreign languages is, however, valuable, not only in the educational process of the individual, but also in fields such as international relations and trade. Foreign language teachers must be actively involved in informing the public of the importance of language instruction. A handout is included with this paper which gives detailed suggestions for public relations efforts. (Author/CFM)

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WHY FOREIGN LANGUAGE TEACHERS SHOULD BE ACTIVE PARTICIPANTS IN PUBLIC RELATIONS AND PUBLICITY ACTIVITIES

Gaston R. Jones
The University of Alabama in Birmingham

This is a reproduction of the speech of the same title given by its author on October 14, 1977, at East Tennessee State University during the Mountain Interstate Foreign Language Conference.
Dr. Jones has been appointed Chairman of the Public Relations Committee of AATSP, beginning in January 1978.

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WHY FOREIGN LANGUAGE TEACHERS SHOULD BE ACTIVE PARTICIPANTS IN PUBLIC RELATIONS AND PUBLICITY ACTIVITIES

Gaston R. Jones
The University of Alabama in Birmingham

For centuries the institutions of higher learning have been cloistered apart from their communities. No effort was made to tell the community the importance of the College's work and to attract, not only the school population, but also members of the community to these institutions of learning.

Today, with great technological developments in communications and new currents in the fields of education, institutions of learning and specifically in our case, the universities, particularly those in urban districts, are coming out of their shells to educate the public and let communities know the importance of their work.

For some years the practical values of the Humanities, and especially the foreign languages, have been attacked and even doubted. If this negative attitude is permitted to prevail, the results, in our opinion, can be catastrophic for the United States. We are not overcalculating the implications of the present situation. We have been surveying the opinions of outstanding personalities, and all of them concur that foreign languages are of extreme importance today. Many of these opinions have been published in the section "Personalities Speak Out", begun in Hispania in September, 1974 and there are others which will be published in the future.

And I ask you: If the values of the Humanities are attacked and put in doubt, then, who must show the community the practical and eternal worth of those values? The answer is obvious: we, the professors and teachers of the

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Humanities! We are the parties concerned!

We professors of foreign languages know the values of our disciplines, but the American public does not have enough information about the importance of other languages for our nation and for the education of our youth in the shrinking, competitive and multilingual world society we are lividng in. Consequently, we are the ones who must show the American public, through public relations and publicity techniques, the practical worth of our field of specialization.

Convinced that the institutions of learning should devote attention to the common man, and that we teachers and professors should cooperate toward developing the institution's relationship with the community, a group of foreign language teachers have actively attempted to work toward that end. And we have not only been developing ideas, plans and procedures, but also extending our thrust from the community toward the state and the nation, in the sincere belief that a permanent national publicity and public relations campaign for learning foreign languages is necessary to the well being of this country, of its youth, and for the growth and stability of our own profession.

Foreign language organizations are possibly the only groups of educators who are actively sending messages in a massive effort, to the community and to the nation. We can affirm that the foreign language groups are pioneers in the whole field of education in this respect.

Briefly, we can mention the following organizations and committees: the Committee for the Advancement of Foreign Languages in Alabama, formed by the American Association of Teachers of Spanish and Portuguese, Alabama Chapter, and another committee under the same name formed by the Alabama Association of Foreign Language Teachers; the Joint National Committee for Languages, formed by all the National Foreign Language Teacher Organizations with its Language News Bureau to promote foreign language study through the media; the Public Relations

and Publicity Committee of the American Association of Teachers of Spanish and Portuguese; and the Public Relations and Publicity Committee for the Southern and Mountain States of the same Organization, all of which are working with great energy and enthusiasm in the promotion of all foreign languages in the United States.

We think that at this point, an analysis of the present situation of the study of foreign languages in our country is also necessary, and we hope that through this analysis, it will be more patently evident that all of us should participate in these public relations and publicity activities.

In some ways, the future of foreign language teaching looks very grim, and we had better face up to the danger.

The negative aspects of our situation are as follows:

Number 1. Dropping of the Foreign Language Requirements. Some of the most distinguished and prestigious of our graduate schools have either eliminated or sadly watered down foreign language requirements in the Master of Arts and even in the Ph. D. programs. The last survey of the Modern Language Association pointed out an alarming decrease in enrollment in French and German, with a minor decrease in Spanish and some increase in Latin, Greek and various exotic languages.

Number 2. The Crisis in Higher Education. Higher educational institutions are experiencing decreases or minute increases in their total enrollments, although there are exceptions, It is due to the growing tendency of many students to enter vocational-technical schools, the end of military draft that took away the pressures of young men to go to college to get a deferment, and to generally diminished interest in attending college.

Number 3. The Declining Population. There is a population drain now in the primary grades. The post-world second "population explosion" which produced a cascade of college-age youth in the nineteen sixties was followed by a period

of declining birth rate. Thus the number of college-age youth has tapered off in the nineteen seventies. This population drop will slam into the secondary schools about 1980. Are we prepared for that situation?

Number 4. Federal Aid. There is a new push from Washington for career education. It appears that large numbers of young people are going to be guided into vocational education in high schools and post high school programs.

Number 5. New Schedules. There is in the high schools a trend away from scheduling patterns, which makes it easier for students to enroll in several electives. Abuse by some students of independently directed study time has led to the abandoning of so-called flexible schedules.

Number 6. Budget Cuts. Next, there are sizable budget cuts in the offing. Tightened budgets mean larger pupil-teacher ratios, the cancellation of small classes, and consequently the releasing of more teachers.

Number 7. The New Students. According to some specialist, the new student wants to do what he regards as important. Thus, he may react negatively to the teachers who tell him what he is going to learn, how he is going to learn it, and when. The new student is likely also to have difficulty with foreign languages because of their extremely long-range goals.

Number 8. Public Attitude. A close friend told me: Few Americans try at all to speak a foreign language. We are timid about it, and this may be because so many of us grow up far away from any place where another language is spoken. But there is another reason: few Americans know the importance of foreign languages. One of our missions as educators is to open their minds.

Number 9. Teaching Jobs. The Department of Labor of the Federal Government in its 1974 Occupational Outlook Handbook pinpoints where the jobs are now and predicts where they will be in the future. The forecast the Handbook makes for teaching jobs is: "...Teachers. Poor. Can expect to face "keen competition" for positions from kindergarten through college. A falling birth rate and an

everlarger pool of teachers add up to a discouraging picture." The Birmingham News Punch in its Friday, August 5, 1977 edition, states: "...the largest profession in the United States in terms of the numbers employed is teaching - and many of its members are learning a bitter lesson about the laws of supply and demand. Last year there were 400 to 600 applicants for every opening as a college English teacher, with the competition in prestige schools as high as 5000 per vacancy. In the 1975 graduating class, there were 90,500 more teachers than jobs."

We have now examined the risks, dangers and negative issues in our field. In our opinion we cannot stop these trends, but we can and are already doing many things in the public relations and publicity fields with the purpose of publicly justifying language instruction in the school curriculum.

Probably no other professors in the whole curriculum have as much information and as many favorable arguments at hand for reaching the community with the great values which our specialized field has to offer. Our work has wide reaching repercussions. We know many positive facts that the American public ignores. These facts are related to the well being of our nation and the well being of the American youth. Our publicity and public relations committees are spreading this information throughout the American public, and we encourage foreign language teachers to join us in this valuable activity.

In relation to the well being of our nation it is a fact that our country needs speakers of foreign languages. It was proved during World War II, when the United States exploited successfully its linguistic resources in order to cope with the enemy and was also proved by the "Sputnik" event. Unfortunately, today the United States government and very few American people are paying enough attention to foreign languages. Why? The image of our nation is often shattered in other countries, simply because one cannot enjoy friendship without communication. Much has been published about the sad figure of the American who

resists learning the tongue of the country he visits or lives in while representing the interest of his homeland. This is an arrogant attitude or a costly error which other large economic and military powers of the world today do not suffer from.

At the present time languages are no more a privilege of the elite, but constitute a needed instrument which is very valuable, not only in the educational process of the individual, but also in any other field of human endeavor, including international relations, international competition in business, trade, political ideas and job opportunities. For example, the Japanese are currently leading the world in successful international trade. When they bring their manufactured products and merchandise to the United States, they speak English; when they go to Latin America, they speak Spanish or Portuguese. Most foreign negotiators speak the language of the country with which they are doing business. As a Cuban exile, I know that Russians speak Spanish in Cuba as they have done in Peru. Unfortunately, we cannot say the same thing about North American negotiators. Cuba under Castro is devoting more attention to the teaching of foreign languages and mathematics than to the teaching of any other subjects. The crucial historical moment in which this shrinking world finds itself has not yet been fully understood by the traditional American isolationist. He continues endorsing concepts which prevailed during the previous three centuries, but which in this epoch have disappeared because of scientific innovations. It is true now that the world today constitutes a small geographic unit and a multilingual society. If we foreign language teachers had continued ignorant of the possibilities in public relations and publicity activities, it would have taken a long time for these changes to become known and understood by the public.

In relation to the well being of the American youth, it is a fact that knowing a foreign language has a special potential in the job market, with opportunities on the increase. Knowledge of one or more foreign languages can

form the basis of an interesting career or greatly enhance possibilities for entering and advancing in a wide variety of occupations. Within business, industries, government and labor, large numbers of skilled jobs exist that require different degrees of language competence.

Besides that, the study of a foreign language opens the mind of the student giving him (1) an awareness of humanity; (2) the perspective on his own language and civilization, avoiding parochialism; (3) a transformation of his own understanding of the content of human beliefs and practices when being acquainted with a second culture through its language; (4) a greater awareness of self through the discovery of his own identity; (5)self discipline and precision in the process of acquiring a very exact body of knowledge; (6) a variety of experiences that are necessary for the student to become aware of his potential capabilities; and (7) the ability to use his own language correctly and effectively through comparison and identification of linguistic structures. Remember, "Why Johnny cannot read" and "Why Johnny cannot write"? Besides that, language study is a profound inquiring into the meaningful structure by which the student interprets the world to himself and to others. It cannot be forgotten that the essence of the university experience is learning to think and to think in varying ways, not the acquisition of momentarily "relevant" data.

We have now fully analyzed why foreign language teachers should be involved in public relations and publicity. We have shown you that there is already much involvement by many public relations and publicity committees in the United States supported by all the national foreign language teachers' organizations. At the same time it has been clearly shown that in these activities the foreign language teachers are preparing themselves to cope with the crisis in higher education by cooperating with their institutions of learning in expanding their educational objectives and in giving information to the general public and not only to the school population.

Finally, we are going to share very briefly some techniques that have been successfully used in Alabama and other states in promoting foreign languages*, which are as follows: television, radio and newspaper interviews, letters to newspaper editors, spot announcements on radio and television, lectures to civic organizations and community groups, news coverage of important language events to which when possible, local, state or national personalities are invited. The state conventions of the Federation of Foreign Language High School Clubs, the relationship between foreign language clubs and international organizations, as the one between Spanish Clubs and Sister City Committees of the Partners of the Americas, and the edition of "Who's Who in Foreign Languages" among high school and junior college students, all enjoy media coverage. Other techniques used are: obtaining proclamations of Foreign Language Discovery Week by mayors of cities and governors of states, which of course together with the celebration of this Foreign Language Discovery Week, receive news coverage; writing letters to well known personalities and publishing their replies in student, city and state newspapers as well as in the section "Personalities Speak Out" of Hispania.

In conclusion, it is our sincere belief that in order to create an attractive and pragmatic public image for foreign language study, we, professors and teachers of foreign languages who specialize in communication must expand our individual efforts and must cooperate with our institutions and with the public relations and publicity committees that I have mentioned in order to show the intrinsic values of our disciplines.

By standing together in the struggle to awaken the conscience of this nation to the importance of foreign languages, we must not only cope with the crisis in higher education, but also must grow everyday as professionals who believe that we are serving world culture, our country, and especially the youth in this great United States.

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*Gaston R. Jones, "Changing Community Attitudes: Public Relations and Publicity for Foreign Language Teachers," ERIC (Educational Resources Information Center) Reports, Washington, D. C. 20202. A microfilm (MF $0.76 + post) or a 16 pp. print (HC $1.58 + post) of this report ED112677, 1975, may be obtained from Computer Microfilm International Corporation. P. O. B. 190/Arlington, VA 22210.

MOUNTAIN INTERSTATE FOREIGN LANGUAGE CONFERENCE

October 13-15, 1977.

The following handout is a supplement to the talk: WHY FOREIGN LANGUAGE TEACHERS SHOULD BE ACTIVE PARTICIPANTS IN PUBLIC RELATIONS AND PUBLICITY ACTIVITIES.

(This handout lists the various forms of publicity and public relations techniques favoring foreign languages, as used in Alabama and other states.)

ITEM 1. LECTURES TO CIVIC ORGANIZATIONS AND COMMUNITY GROUPS.

Communicate with or contact civic organizations and community groups offering them your services as speakers, or advice these groups through friends who are members. Suggested subjects: "The Importance of Foreign Languages in the Shrinking and Competitive World in Which We Live," "The Role of Foreign Languages in International Business," "Foreign Languages as One of the Hallmarks of a Truly Educated Person," "International Friendship and Foreign Language Knowledge," "Job Opportunities and Foreign Languages," etc.

ITEM 2. FOREIGN LANGUAGE CLUBS: NEW ROLE.

If your institutions have no Foreign Language Club in your discipline, organize one. The students and officers of the club can help foreign language professors a great deal by developing the institution's relationship with the Community and State, in the following ways:

A. Campaign for Foreign Languages. The officers of the Club and the foreign language students can take part in television interviews and talk of the importance of foreign languages. This should be a permanent aim of all foreign language Clubs. Note: Procedures are explained in Item 5, letter A, page 5.

B. Participation in International Friendship Organizations. The writer is a member of the Partners of Americas with which the University of Alabama in Birmingham Spanish Club fully cooperates. The purpose of this organization is to foster friendship between the United States and other American neighbors, particularly the Latin American states (for example: Guatemala is the partner of Alabama).

The cities of the different states are Sister Cities to the corresponding Latin American communities. For example, in Alabama there are eleven (11) such areas which are Sister Cities to as many other cities in Guatemala. Birmingham is a Sister City to the Guatemalan town of Coban.

If in your community there exists a Sister Committee of Partners of the Americas, you may join it. If there is none, you can establish contact with the Partners of the Americas (2001 S. Street, N. W., Washington, D. C. 20009, Phone (202) 332-7332), which will keep you informed and guide you in establishing either a City-City organization (giving you the address of the Partners of the Americas in your state), or in setting up the organization of the State-State format, i.e. your state and a certain Latin American country.

To institute the City-to-City organization, select a group of important civic leaders in your area, including the Mayor of the City, the President of the City Council, the Editors of widely read newspapers, the Red Cross, and all other sympathetic people that you can muster. Concurrently, in the Latin American city which is to be established as your partner, another committee will be formed. These committees should be recognized officially by the local administrative authorities in the cities of both areas.

If such an organization does not exist in your state you can gather together a group of influential persons, including those mentioned above, as well as congressmen and even governors. The Partners of the Americas (Central Office) will assist you in the establishment of this group. Later the Sister City Committees will evolve between your state and the Latin American nation.

Spanish and Portuguese Language students should theoretically draw or be drawn by their professors into interest in the Partners

of the Americas organization. Some of the benefits derived from the inter-relationship between the Spanish Clubs and the Partners of the Americas are as follows:

1. The professor of Spanish has a great opportunity for speaking at the organization's meetings on the importance of Spanish language studies for the United States. Since, in those organizations, there may be many prominent people from the cities and states concerned, the Spanish language professor will hopefully have the chance to get to know them and to develop a Public Relations Campaign with their support.

2. Through the organizations, the students of Spanish and Portuguese (in the case of students with Brazilian interests) may have the occasion to go during the summer months to various parts of Latin America. Summer before last four University of Alabama in Birmingham students and one student from another institution went to Coban. Two students taught First Aid, one taught Physical Education, and two taught English. They did not have to pay transportation. Room and board were provided by Guatemalan families in Coban. In six weeks they acquired a great fluency, improved their pronunciation and intonation and came back home with a new perspective of life. Now more than ever they are great partisans of foreign languages and influence their fellow students and community. These trips abroad usually receive wide publicity in the State newspapers. NOTE: Funds for these trips may be obtained from different business and industrial organizations. The Red Cross also offers programs to help foreign countries and sends Spanish language students to teach First Aid courses, etc. During the summer of 1973, ten High School and University students went to Guatemala and enjoyed free transportation and room and board.

These are excellent opportunities for the student to increase his knowledge and improve his use of the language and his acquaintance with the foreign country.

3. Artistic groups from the Latin American states may be invited by the American partner state to travel and perform throughout that American state. This would enable the citizens of same to get to know more about the customs, language and culture of the partner country. Expenses for the journey could be paid for by theatre exhibitions and other public engagements in the several Sister Cities of the state.

When the performers from the Latin American countries visit the professor's state, his Spanish students should meet the group on its arrival and act as guides and interpreters for them. In this way, the aim to foster friendship between the two dissimilar areas is furthered and the students have an opportunity to be exposed to the language, customs, and manners of their Latin American neighbors. Once the friendship between the artistic group and the Spanish students is established this may be an opportunity for inviting the foreign talent to go to the institution where the language professor teaches and gives free performances. Moreover, (and this is most important!) all these events associated with the Spanish language and international friendships should receive ample publicity in the newspapers of statewide circulation.

ITEM 3. ANNUAL STATE-WIDE CONVENTION OF THE FEDERATIONS OF THE HIGH SCHOOL FOREIGN LANGUAGE CLUBS.

Any foreign language teacher group can organize these Conventions. The AATF and AATSP, Alabama Chapters respectively, sponsor these Conventions in our state. Although the plan that follows refers to the Alabama Federation of High School Spanish Clubs, the same plan can be used for organizing State Wide Conventions of other High School Foreign Language Clubs as has been done by French and German teachers of Alabama and other states.

These Conventions as in the case of the previously mentioned activities, can be used to give wide publicity for foreign languages and cultures by the state public media.

It is recognized that this type Convention is one of the major successes of the AATSP Alabama Chapter, which decided in 1971 to sponsor a Federation of the High School Spanish Clubs in Alabama. The Convention is held at the University of Alabama in Tuscaloosa, and

attracts larger numbers of students each year. More than 700 high school students attended our most recent Convention.

Normally, Conventions begin on Friday mornings and adjourn by 12:00 noon on Saturdays. On the opening of the Convention a banquet is held. During the banquet there are speakers and special entertainment and also the Presentation of National Spanish Examination Awards. Immediately after the banquet, a "Fiesta" is held, with fun and excitement for all.

The next morning there is a breakfast, and General Assembly meeting followed throughout the day by Workshops for Special Interest Groups, language skits, and individual presentations, a coke break and a Closing General Assembly, during which there are presentations of awards for various contests, exhibits, group and individual competition, and finally, the election of state officers, for the following year.

In order to organize a Federation of Clubs of specific foreign languages in your state, your AATSP Chapter or other Foreign Language Chapter should take the following steps (we will use a Federation of High School Spanish Clubs as a model):

1. Sponsor, support, or assist in the formation of a Federation of High School Spanish Clubs in your state and its Annual Convention.

2. Find a college or university to host the Convention. The Department of High School Services of the same institution, should be in charge of facilitating the Convention at the host school. Their personnel would help the Federation greatly in handling the administrative details involved during the meeting.

3. Appoint one of its members to be Chairman of a Steering Committee to organize a Federation of High School Spanish Clubs in your state.

Steps to be taken by the appointed Chairman are:

a) Obtain from the State Board of Education, a roster of all the High Schools that teach Spanish in your state, and send invitations to these schools to become members of the Federation. State that eligibility for participation does not require the previous existence of a chartered Spanish Club, and urge them to organize one in their High School.

b) Subsequently, send a letter to all the Spanish Club Sponsors in the participating schools announcing a Planning Session for the Convention with the Representative of the Department of High School Services from the host institution.

It is suggested that a Constitution for the Federation be written. This Constitution can be discussed in a workshop the morning of the second day of the Convention, in order to have it approved by the meeting's conclusion.

Below is the Constitution and By-Laws of the Alabama Federation of High School Spanish Clubs, which may be quite useful for you, foreign language teachers, if you decide to organize a state-wide Federation.

ALABAMA FEDERATION OF HIGH SCHOOL SPANISH CLUBS
CONSTITUTION AND BY-LAWS

PREAMBLE

We, the members of the High School Spanish Clubs of Alabama, in order to stimulate interest in the Spanish language and cultures and to promote friendship among the students of Spanish in Alabama, do ordain this Constitution for the "Federación de los Círculos de Español de Alabama" (F.C.E.A.).

ARTICLE I. ORGANIZATION

Section 1: The name of the organization shall be: FEDERACIÓN DE LOS CÍRCULOS DE ESPAÑOL DE ALABAMA (F.C.E.A. Alabama Spanish Club Federation)

Section 2: The motto shall be: "SIEMPRE ADELANTE" (Always Forward)

Section 3: The flower shall be: "LA FLOR DE PASCUA" (Poinsettia)
Section 4: The colors shall be: "ROJO Y AMARILLO (Red and Yellow)
Section 5: The song shall be: "EL SUEÑO IMPOSIBLE" (The Impossible Dream)
Section 6: Membership shall be open to any High School Spanish Club of Alabama willing to cooperate with the Federation purposes and to contribute to its support.

ARTICLE II. OFFICERS

Section 1: The officers shall be: President, First and Second Vice President, Secretary-Treasurer, Historian; who shall be elected by schools by plurality vote at the end of each convention, for a term of one (1) year.
Section 2: Each school will have a minimun of one (1) voting delegate. Clubs with more than 25 students in attendance will be entitled to a voting delegate for each additional 25 members present.
Section 3: The President Club cannot succeed himself.
Section 4: The President shall preside at all meetings of the Federation and shall have supervision and control of all affairs of the organization. He/she shall appoint committees as it becomes necessary. Also, the President shall be in charge of the plans for the annual banquet (favors, place cards, music, speakers, etc.)
Section 5: The Vice-President shall exercise the duties of the President in his absence and shall serve as chairman of the Program Committee. He/she will plan and preside over the Spanish competition or contest among the participant members during the annual convention.
Section 6: The Secretary-Treasurer shall keep a detailed account of the financial matters. He/she shall keep records of the meetings and a roll of the club members of the Federation and their officers and advisors. He/she shall mail all the necessary information to the officers, advisors, and

delegates of each club.

Section 7: The Historian shall be in charge of the Federation Scrap Book (Pictures, paper clips, realia, etc.), and shall see that they are entered in it. Also he/she will be in charge of the party or social, supplying leaders, planning activities, etc.

Section 8: The Advisor shall be the sponsor of the Spanish Club of the President elected. He/she together with the advisors of the other officers shall form the Board of Advisors and shall be the Coordinator of this Board.

Section 9: The officers and advisors together with the Standing Committee shall constitute the Executive Committee.

ARTICLE III. MEETINGS

Section 1: The annual Convention shall be held during the second semester of each academic year. Dates and place to be set by the host institution. Another meeting, with the President Club host, shall be held in the fall. All officers, club delegates, committee members and the Board of Advisors should be present to plan the years work and the Convention.

Section 2: The President, with the approval of the Executive Board shall have the power to call upon any extraordinary meeting when it becomes necesaary.

ARTICLE IV: QUORUM

A quorum shall consist of all present at the meeting, provided that all members have been notified in due time.

ARTICLE V: AMENDMENTS

This Constitution can be amended by 2/3 majority of the voting delegates present.

ARTICLE VI: DUES

Each school participating in the Federation shall pay, before January 1 of this year, the amount of $5.00 per school year. Fees will be handled by the Treasurer Club and a financial report of income and expenditures will be submitted to the Executive Committee at its annual meeting at the Convention.

For more information on the Federation and Conventions of Spanish Clubs, write to: Mr. Walter C. Holdbrooks, Coordinator of the Convention of Spanish Clubs in Alabama, Box 5452, University, Alabama 35486.

ITEM 4. WRITING LETTERS TO WELL-KNOWN PERSONALITIES: GOVERNORS, SENATORS, CONGRESSMEN, CITY MAYORS, CABINET MEMBERS, JUDGES, EDUCATORS, HEADS OF CORPORATIONS OR FOUNDATIONS, PUBLISHERS OF NEWSPAPERS, PERIODICALS AND PERFORMERS, ETC.

An efective means of reaching any segment of the community, state, or nation, is to convince influential citizens outside the teaching professions of the value of learning a foreign language. One method of implementation is to indicate in our correspondence with these people the deep concern we feel because of the tendency today to minimize curricular emphasis on foreign languages in the United States. American youth, hence the whole nation will find itself immensely handicapped in the shrinking yet competitive world in which we live. In other letters you could solicit statements which would stress the advantages of foreign languages from outstanding personalities in all fields of endeavor.

The responsive letters received from these outstanding figures can be published in the Chapter Newsletters and in the Journals of your respective National Foreign Language Organizations. In the September, 1974, issue of Hispania, a section has been opened under the title: "Personalities Speak Out." Professors who are members of AATSP send in letters received from personalities for publication in this section.

Statements by the following personalities have been published:

Dr. Frederick W. Conner, Dean, School of Humanities, University of Alabama in Birmingham;

Hubert H. Humphrey, U. S. Senator;

George Meany, President, AFL-CIO;

Nelson A. Rockefeller, former Vice President of the United States.

John C. Molina, Director, Division of Bilingual Education, HEW;

Edward M. Kennedy, U. S. Senator;

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Joseph M. Montoya, U. S. Senator;

Henry M. Jackson, U. S. Senator;

John Glenn, U. S. Senator;

Dr. Mario Pei, noted philologist;

Dr. David Mathews, former Secretary of Health, Education and Welfare and President at the University of Alabama in Tuscaloosa;

George D. H. McMillan, Jr., Senator of the State of Alabama.

Dr. David Backus;

H. J. Tomlinson, Director of International Public Relations, UPJON Company;

S. Frederick Starr, Secretary, Kennan Institute for Advanced Russian Studies at the Woodrow Wilson Center, Washington;

Dr. George W. Campbell, Vice President of University College, University of Alabama in Birmingham;

Edmund S. Muskie, U. S. Senator;

David Rockefeller, President, Chase Manhattan Bank;

Benjamin B. Graves, President, University of Alabama in Huntsville.

Spanish professors should mail their contributions for this section to: Mrs. Ruth L. Bennett, National Coordinator of Chapter Activities AATSP, 70-07 170th Street, Flushing, N. Y. 11365. <u>These responsive letters can be used in part as public service announcements to promote foreign languages</u>.

<u>ITEM 5. PROMOTION OF FOREIGN LANGUAGES THROUGH THE MEDIA.</u>

A. <u>Television and Radio Programs</u>. The Federal Communications Commission requires all television and radio stations to broadcast non-

commercial public service announcements as part of their regular programming. Non-profit organizations qualify for public service announcement time. Insofar as Birmingham Alabama is concerned, the students representing the University of Alabama in Birmingham German and Spanish Clubs have enjoyed their free appearance and plan to continue to pursue this avenue of publicity.

To be included in a TV or radio format, a telephone call to the person moderating the program is sufficient. Explain to the Director in a persuasive manner, the goals which you are pursuing and this should be duly accepted. This has been our experience in Alabama.

B. Newspapers. To gain access to the newspaper media, one can call on the Editorial Page Editor and the Managing Editor for assistance. By simple identification as language professor and an explanation of your purpose, cooperation will usually be obtained. Assistance from the Editorial Page Editor and the Managing Editor may consist of interviews, publications of letters and articles, and reports on different events, concerning the significance of foreign languages. (See also letter D, The News Release).

C. Spots Announcements on Radio and Television. The Committee for the Advancement of Foreign Languages in Alabama, established by the Alabama Association of Foreign Language Teachers, has undertaken a campaign to promote the study of foreign languages in the state of Alabama. The production costs for this campaign were underwritten by the producers, and contributions from the Alabama Chapter of the American Association of Teachers of Spanish and Portuguese, the American Association of Teachers of French , and the American Association of Teachers of German.

This campaign consists of a series of three 30 second Public Service Announcements distributed among various radio stations throughout Alabama. The stations used include both "rock" and "soul" stations in order that we may reach the desired audience, i.e. the student-aged youths. The spots are humorous messages and in them are included the words of real students. These announcements have been distributed by local foreign language teachers and have been covering the whole state of Alabama.

It is IMPERATIVE that there be a follow-up by the person who distribute the material. More information on Spots Announcements on Radio and Television in Alabama will be supplied at your request by the writer.

This is what is being done today in Alabama implementing radio spot announcements.

Although we are explaining techniques used in Alabama, it is worthwhile to mention that a Joint National Committee for Languages has been formed. It is devoted to improving and promoting the teaching and study of foreign languages in America. The Joint National Committee for Languages has employed a well known advertising firm from New York to spearhead a drive for a nationwide campaign on behalf of foreign language study. The Joint National Committee has a master plan, the first step of which has been accomplished. The project has come to fruition and tapes featuring twenty famous personalities expressing their opinion about the importance of foreign language study are now available. Celebrities included are Carroll O'Connor, Craig Stevens, Alexis Smith, Anthony Franciosa, Jack Lemmon, Telly Savalas, Kirk Douglas, Liza Minelly, Morton Gould, Elaine Malbin, David Jansen, Peter Falk, Roddy MacDowell, Richard Tucker, Robert Q. Lewis, Neil Simons, Robert Payton, Ben Grauer, Lester Wolff and Phil Tonkin. The AATSP Headquarters is handling the distribution of the tapes to members of all the cooperating Joint Committee associations: the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Teachers of Italian, the American Association of Teachers of Slavic and East European Languages, the American Association of Teachers of Spanish and Portuguese, the American Council on the Teaching of Foreign Languages (including the American Classical League, the American Philological Association, and the Teachers of English to Speakers of Other Languages), and the Association

of Departments of Foreign Languages of the MLA. There are two different kinds of tapes. Tape One is intended for distribution to selected radio stations for possible Public Service use. Some 500 copies of this tape have been distributed to radio stations across the contry. This tape may also prove useful to teachers who wish to have certain announcements carried over the public address system in their schools or for distribution to local radio stations. Tape Two is intended for classroom use or incorporation into a PTA presentation, Back-To-School Night presentation to parents, or to any similar community group report. But these are just a few of the possiblities; the rest is left open to your imagination and creativeness. Either tape may be purchased separately for $5.95 or you may take advantage of special, limited offer, and purchase both tapes for $8.95.

Your purchase will help finance the free distribution of the radio spot announcements to radio stations across the country.

We encourage all of you to take advantage of this effort and likewise benefit without having to overwork yourselves.

As the American Association of Teachers of Spanish and Portuguese Headquarters is handling the distribution of the tapes to members of all the cooperating Joint Committee associations, you can place your order to: Dr. Richard B. Klein, Secretary-Treasurer AATSP, Department of Foreign Languages, Holy Cross College, Worcester, Mass. 01610

D. The News Release. Below is an excellent information which may be quite useful for you in promoting foreign languages through the media.

The basic tool for telling your story through the media is the news release. This may be defined as a complete, clear, concise account of an event or program prepared for use by print and broadcast media. A release should be written in plain, direct language and must always be accurate. The story must be timely and must contain solid news (human interest) values.

1. Always type your release. Use bond paper. Double space the story and use only one side of the paper. Copies should be mimeographed or produced on a copy machine. Never send anyone a carbon copy.

2. Type your name, school address, and telephone number at the upper left corner of the first page. This will make it easy for the editor to check with you if he needs further information. Also type the date in this area.

3. Use an appropriate heading above the story: For Immediate Release, For Release At Will, For Release Upon Receipt, Written For The Daily Times, etc. This will serve to identify immediately the nature of the communication.

4. Leave an inch blank above the story and use margins of about an inch at each side of the paper. This space may be needed for editing. Type more at the bottom of each page except the last. Type 30 or # at the end of the story. Number each page after the first.

5. Use full names, titles, and identifications of persons, institutions, organizations, and departments on first reference: Frank F. Jones, principal. John Smith, senior, son of Mr. and Mrs. Richard Smith. Loretta Johnson, Spanish teacher. Kingswood High School (never write "our school"). Department of Modern Languages.

6. Avoid expressing personal opinions. If editorializing is needed in your story, obtain a quotation from the appropriate official-- department head, principal, etc.

7. Be sure that your story gives this information: Who, What, When, Where, Why, and How. These are the famous 5 W's & H, the time-honored formula for news writing. Don't slight the last two. The why-- the reasons behind a program or policy--and the how-- the methods and techniques involved--may be two of the most important elements of a story.

Another organizational format which has been suggested in articles on journalism is the "GOSS" framework in which the writer states Goals, Obstacles, Setbacks, and Successes. This is useful for describing educational programs.

8. News and Features. A news story usually fulfills a bulletin board function. For example, it may call attention to a coming event to which the public is invited. Or it may convey the results of a past event such as an election. This kind of story usually is distributed to the greatest possible number of outlets. A feature story usually contains greater entertainment or informational values. Features often are used to explain developments such as new teaching methods. Often they are written with a single outlet in mind.

9. The work pace of an afternoon daily gets heavy at mid morning. If you deliver your story in person, do so before 9 a.m. or after 1 p.m.

(Prepared and edited for use in Education 684: Summer Workshop in Foreign Language Education, Purdue University by Charles J. Leslie, Purdue University News Service.)

ITEM 6. BUMPER STICKERS.

A form of publicizing foreign languages is by means of "bumper stickers," which carry a real message to the community. By experiences we have had, we can assure you that bumper stickers have a direct impact on all who see them.

In the National Bumper Sticker Contest sponsored by the National Council of the State Supervisors of Foreign Language Teachers, which took place in Denver, Colorado, during the Joint National Meeting of AATF, AATSP and ACTFL (November 26-December 1st., 1974) a very attractive and practical bumper sticker, was selected.

You can order these bumper stickers, which promote all foreign languages, from Mr. R. Marshall Brannon, Assistant Supervisor of Foreign Languages, State Department of Education, Richmond, Virginia 23216.

ITEM 7. WHO'S WHO IN FOREIGN LANGUAGES.

This means of recognizing outstanding students is a decided factor not only in encouraging students to continue their studies in foreign languages but also in publicizing the importance of foreign languages throug the media to which news release should be send.

At the beginning of the school year the Editor sends a letter to the chairman of the language department in each secondary school and junior college in the state (this information can generally be obtained from the states's Foreign Language Consultant), asking for the names of all teachers in the department. Next, he mails a letter to each teacher asking him/her to send in by December 31, the names and addresses of one or more top students in each class. The teachers are also asked for the names and addresses of local papers, whom the Editor then notifies of the winners in that area. Each student nominated pays a small amount ($1.25 is suggested), and receives a copy of the "Who's Who in Foreign Languages" when it appears at the end of the school year, plus a Certificate of Achievement, a copy of which can be put in his/her academic file. A letter goes to each student asking for a listing of his/her extracurricular activities for inclusion in the booklet, together with the student's name and number of years of study of the foreign language. In addition to the alphabetical listing of students, there is a section giving the school represented with the teachers and their student nominees following each school's name.

Students, parents and community are reached through this device.

Dor more information write to:

Dr. Jose B. Fernandez, Chairman
Department of Foreign Languages
Valdosta State College
Valdosta, Georgia 31601

Dr. Fernandez has been very successful in editing "Who's Who" in Georgia, and North Florida High Schools.

ITEM 8. PROCLAMATION OF THE FORLIGN LANGUAGE DISCOVERY WEEK BY GOVERNORS OF STATE AND CITY MAYORS.

In 1957 President Dwight D. Eisenhower proclaimed a National Foreign Language Week for the first time. That national interest has developed to the point that in 1975 a calendar for FOREIGN LANGUAGE DISCOVERY WEEKS was adopted for the entire Bicentennial Era 1975-1983. The National Committee established for the celebration of the Foreign Language Discovery Weeks has designated these weeks as a Bicentennial Salute to the part foreign languages have played in the history of our country since Pre-revolutionary times. The calendar is as follows: 1977 (October 9-15), 1978 (October 8-14), 1979 (October 7-13), 1980 (October 12-18), 1981 (October 11-17), 1982 (October 10-16), 1983 (October 9-15).

History pointed out that languages spoken by many of the colonists and signers of the Declaration of Independence were French, German, Italian, English, Latin, Hebrew, Irish-Gaelic, Dutch, Scottish as well as Spanish.

Another piece of interesting information is that the ability of the various colonists to understand a number of European languages made it possible for them when taking prisoners, to understand the spoken words of the European mercenaries, which made up most of the British troops. Thus General George Washington was able to learn of a number of planned maneuvers, and to retreat from the advancing British army. . . . . .

. . . . . .

The Proclamation of the Foreign Language Discovery Weeks by governors of state and mayors of cities is a very important device to obtain, not only for the support of the state and city governments, but also to acquire good media coverage. Governors and mayors through the country have issued Proclamations of the Foreign Language Discovery Week and presented them to the representetive of the foreign language teachers in the state or in the city, at the time of a news conference in their own office or in a special official ceremony at the City Hall or at the State House.

ITEM 9. CELEBRATION OF THE FOREIGN LANGUAGE DISCOVERY WEEK.

This celebration should be brought to the attention of the students and faculty of each institution of learning, and to the respective communities and states. At the same time it will be very important to involve the community in the celebration of the event.

According to our experience, this celebration may have different facets including public relations and publicity devices, as follows:

I. 1) International music and cassettes promoting foreign languages to be aired in the campus of each institution, by using amplifiers. (If possible to be aired by local radio stations).

2) Flags and posters on campus (the Art Department of each institution could be very helpful with the designs and craftmanship).

3) Student newspaper. In the student newspaper should be published:

a) Statements about the importance of foreign languages made by the higher administrative authorities of each institution.

b) Statements about the importance of foreign languages made by important American personalities.

c) Interviews of the Department members.

d) Articles about foreign languages and cultures.

e) Opinions of foreign language students about the importance of foreign languages.

II. An international dance, cabaret style (or any other way), and banquet to celebrate the Foreign Language Discovery Week. This

event could be prepared as a charitable benefit.

A Committee of ladies representing different Community and Civic Organizations could help the foreign language faculty of each institution to organize this event, and its details such as facilities, food, entertainment, selling of tickets to the community including to business, businessmen, business groups, ethnic groups(if there are any), social, civic and cultural organizations.

The ballet department or dance department (if any) could help the foreign language faculty by presenting a mini-performance. Foreign students or foreign people from the community may perform their native dances or sing their native songs or play them using guitar or other instruments.

The place of the International Dance and Banquet could be a Social Club in the Community or an important hotel.

Honor guests to be invited would be the higher administrative authorities of each institution system, such as the case of universities, the president, the vice president, the dean of humanities, etc., and in the case of high schools, the school board superintendent. the high school principal.

At the same time the foreign language faculty should invite businessmen and political personalities, such as the governor of the state, senators, representatives, the mayor of the city and the president of the city council.

The speaker would be an honor guest preferably an important political personality who will attract the interest of the media. The success of this enterprise would depend upon good publicity, (media coverage, invitations, posters, fliers, etc.), many volunteers, donations and an enthusiastic attitude.

Through this international dance and banquet the community would be involved, and the resulting publicity not only for the foreign languages, but also for the host institution would be invaluable.

III. Bake sales of foreign food on the institution campus, which will take place during the week. The ethnic groups (Greeks, Italian, German, Lebanese, Vietnamese, Philippine, Indian, Chinese, Spanish, French, etc.) could contribute greatly to this bake sale. In case there are no ethnic groups in the community, the high school home economic departments could be very helpful. The money collected in the first case could be donated for charitable or social purpose. In the second case the money collected may serve the high school home economic department to accomplish their own goals.

The use of ethnic groups is recommended since in that way the community would be involved and the resulting publicity could be excellent.

IV. a) A foreign film festival.

b) Exhibitions of foreign works of arts sponsored by the art department.

c) Exhibition of books, maps and crafts from foreign countries in the library or libraries of the institution.

d) The same type of publicity mentioned above or only posters which could be obtained from the embassies, to be shown in the department stores of the community.

e) Bulletin board displays.

V. a) When a host institution is a university, the celebration of the Foreign Language Discovery Week would be a great opportunity to contact foreign language students and teachers of high schools from the area. They would be invited to visit the univeristy campus, and to have some fun by attending the foreign film

festival and to visit the bake sale and the different exhibitions. At the same time the students would become more familiar with the university campus in their area. A reception (coffee, cokes, donuts, etc.), could be offered to the high school teachers of the community.

b) Career conference.

Time is essential to carry out this project. It is recommended to start working on it at least 4 months in advance.

To implement these activities the foreign language faculty would accomplish the following steps:

1) To be in touch with the public relations department of the institution in order to have enough media coverage.

In any endeavor of this type, success depends upon good publicity.

2) To make contact with as many as possible institution departments in order to have the support of the rest of the faculty and their contributions to this event.

3) To make contact with the different student and campus organizations in order to have their cooperation.

4) To obtain from the governor of the state and the mayor of the city the official proclamation of the Foreign Language Discovery Week.

5) To divide the work among all of the members of the foreign language faculty in order that each one of them could be in charge of a specific area.

Handouts submitted by:

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